

( April to July, 1933,  
Sept. to Dec., 1933, overseas )

## Parents' National Educational Union.

### The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto : " *I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

#### FORM IV. (A & B).

(Ages 13 to 15.)

PUPILS' NAMES .....

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#### Bible Lessons.

The Bible text (as given in the book used) must be read  
and narrated first.

A & B *Old Testament History*,\* by J. M. Hardwich and H.  
Costley-White, D.D. (Murray, 3/6), Vol. II., pp. 135-203,  
(*Judges* and *Ruth*) with introduction and appendices.  
*The Acts of the Apostles*,† chapters 6-12. *The*  
*Saviour of the World*,\* Vol. IV. (P.N.E.U. Office,  
3/-), pp. 134-193, with Bible passages from the index.

For reference: *Clarendon Bible: The Acts*, with introduction and  
commentary by A. W. F. Blunt, B.D. (Oxford Press, 4/6).  
*The Little Bible* (Oxford Press, 2/6, see especially the *Appendix*  
*for Teachers and Parents*). *Helps to the Study of the Bible*  
(new edition, Oxford Press, 8/6). *Peloubet's Bible Dictionary*  
(R.T.S., 10/6), for all names of persons and places. *Philip's*  
*Handy Scripture Atlas*\* (1/-). *Historical Geography of the Holy*  
*Land*, by S. R. Macphail (Clark, 1/-).

† The 126th term of work set since the Parents' Union School began.



For daily Bible reading and prayers: *Daily Readings and Notes* (Series B), monthly schemes from the Secretary B.R.F., 19 Old Queen Street, London, S.W. 1, (2/6 a year); or, *Lectioes*, 1933 (Spottiswoode, 1d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Songs of Praise* (Oxford Press, 6/-; words only, 1/-). *Two Minute Bible Readings*: for use in opening school (S.C.M., 3/-).

For Sunday reading: *St. Paul's Life and Letters*, by J. Paterson Smyth (Sampson Low, 2/6), pp. 76-162. *More Eton Fables*, by Cyril Alington (Longmans, 3/6). *In the Choir of Westminster Abbey* (Henry Purcell), by E. Marshall (Seeley, 6/-).

A Southey's *Life of Nelson* (Oxford, 1/4). *Sunday Gospels*, by Canon Masterman (S.P.C.K., 3/6).

A & B *The Church Catechism Explained*, by A. W. Robinson (Cambridge, 2/-).

Sunday Occupations: A Book of Centuries (see under General History).

Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9.

#### Writing.

Choose and transcribe passages from (a), the poetry set, and (b), other literature.

A *New Handwriting* (which is not script) by M. M. Bridges (P.N.E.U. Office, 5d. a card): work from cards 7, 8 or 9; or, McDougall's *Print-Form Writing Exercises*, Books 2 and 3 (3½d. each).

#### Dictation.

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

#### Composition.

Oral or written narration every day after each subject.

Essays, letters, narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme.

Poetry should be read frequently. Doggerel must not be written. Metres of poems read under Literature should be followed. *The Little Oxford Dictionary* (Oxford Press, 1/6).

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (see under *Our Work* in the April *Parents' Review*).

#### English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

A & B *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 94-114 (with suitable exercises from the end of the book).

or, B, use *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), with additional exercises from Morgan's *Exercises in English Grammar*\* (Murray, 1/9).

#### Literature. (See N.B. 1).

A & B Shakespeare's *Macbeth*\* (Blackie, Plaintext, 6d.). Scott's *The Antiquary*,\* (Nelson, 1/3). Lamb's *Essays*\* (Dent, 1/4). Coleridge's *Rime of the Ancient Mariner*\* and other poems (Oxford, Select English Classics, 6d.). *The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 557-606; or, *The Golden Road in English Literature*, by Amy Cruse (Harrap, 10/6), read from pp. 429-497: Wordsworth, Coleridge, Southey, Scott, Byron.

Read poetry daily.

Shakespeare to Hardy, *An Anthology of English Lyrics*\* (Methuen, 1930 Edition, 3/6).

A *Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

#### British History.

A & B *A History of England*,\* by Cyril Robinson, Vol. III. (Methuen, 3/6), pp. 194-285 and Vol. IV. (3/6), pp. 1-52 (1796-1834). (N.B.—To be read also in one General History period a week): or, in schools, IV.B. may work with III.A., using Arnold-Forster's *A History of England*\*.

Make summaries of events and dates, and begin a chart of the 19th Century. Read the daily news and keep a calendar of events.

Take *The Home and Class Room* section of *The Times* (P.N.E.U. Office, 6/- a year); or, *The Times Weekly Edition* (P.N.E.U. Office, £1 2s. 0d. a year).

Teacher will find useful *History Charts* (P.N.E.U. Office, 6d.). *Everyday Life in Old Scotland*, Part III., by I. F. Grant (Allen, 2/6).

#### General History.<sup>1</sup>

(N.B.—A & B, give one period a week this term to Robinson's *History of England*, above).

A *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 14/-), pp. 295-349 (omitting set questions).

B *Readings from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 44-85.

A & B Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6): see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term, (Bible, English, French, General). Visit British Museum or local museums.

Use British Museum *Guide to Greek and Roman Antiquities* (2/-), and Postcards; see catalogue to be had from the Museum.

Teacher will find useful, Quennell's *Everyday Things in Archaic Greece* (Batsford, 7/6).

<sup>1</sup> National History may be taken instead in one General History period. See under Reading



- Citizenship.  
 A & B *Ourselves*.<sup>\*</sup> Book I. (Kegan Paul, 4/6), pp. 118-139.  
*North's Plutarch's Lives: Marcus Cato*<sup>\*</sup> (Blackie, 10d.).  
 A *Hellas the Forerunner*.<sup>\*</sup> Vol. II., by H. W. Household,  
 M.A. (Dent, 3/6), pp. 66-95.  
 B *The Golden Fleece*, by G. W. Morris and L. S. Wood (Ox-  
 ford Press, 3/6), pp. 122-143.  
 Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas*  
 (Dent, 2/6).  
 For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen  
 Webb (Cassell, 2/6).

#### Geography<sup>1</sup>

- Map questions (as in the Ambleside Books) to be answered  
 from map before each lesson, then reading and narration.  
 Memory sketch maps. Local geography out-of-doors;  
 see *Home Education*, Parts II. and V.  
 A & B *Ambleside Geography Book V.*,<sup>\*</sup> 1931 edition, (Kegan  
 Paul, 5/-), pp. 220-264. *The World*, Part I., by O. J.  
 R. Howarth and W. A. Bridewell (Oxford Press, 4/-),  
 pp. 328-332 for regional work.  
 A Huxley's *Physiography*<sup>\*</sup> (revised edition, Macmillan, 5/-),  
 pp. 91-138. Some account of the physiography of your  
 neighbourhood.  
 B Geikie's *Geology Primer*<sup>\*</sup> (Macmillan, 1/9), pp. 53-106.  
 A & B Know something about foreign places coming into notice in the  
 current newspapers (see under History). Ten minutes' exercise  
 on map of the world every week.  
 Philip's *Modern School Atlas of Physical, Political and Commercial*  
*Geography*<sup>\*</sup> (1929 edition, 7/6). Teacher will find useful *Out-*  
*door Geography*, by H. Hatch (Blackie, 2/6).

#### Natural History, Botany and Geology.<sup>1</sup>

- A & B *Elementary Studies in Plant Life*,<sup>\*</sup> by F. E. Fritsch  
 and E. J. Salisbury (Bell, 3/6), pp. 136-176.  
 A *The Elements of Geology*,<sup>\*</sup> by M. A. Johnstone (Nelson,  
 3/6), pp. 218-259, with a good map of the British Isles,  
 (see atlas set above); some account of the geology of  
 your own neighbourhood.  
 B *Winners in Life's Race*,<sup>\*</sup> by A. Buckley (Macmillan, 6/-),  
 pp. 240-298.  
 A & B Keep a Nature Note Book<sup>\*</sup> (P.N.E.U. Office, plain 2/3,  
 interleaved 1/9), (see *Home Education*), with flower,  
 bird and insect lists, and make daily notes. Keep an  
 aquarium.  
 For special studies suitable to season and climate, see *Nature*  
*Rambles*, Vols. I. to IV.; also *Nature in the Garden*, Vols. I. & II.,  
 all by Edward Step, F.L.S. (Wame, 2/6 each). S.N.S.U.  
*Leaflets*, Nos. 11 and 40, *The School Aquarium* (2d. each).

#### General Science, Physiology

- A *The Stars in Their Courses*,<sup>\*</sup> by Sir J. Jeans (Cambridge  
 Press, 5/-), pp. 99-153.  
 B *Some Wonders of Matter*,<sup>\*</sup> by Bishop Merceer (S.P.C.K.,  
 5/-), pp. 7-53.  
 A & B *Physiology for Girls*,<sup>\*</sup> by M. A. Johnstone (Blackie,  
 3/-), pp. 169-214.

<sup>1</sup> Overseas members see special leaflet.

#### French.<sup>2</sup> (See N.B. 4.)

- L'Enseignement Littéraire du Français*,<sup>\*</sup> by J. Molmy,  
 Vol. I. (Hachette, 2/6), lessons 35-41, inclusive, or  
 continue. Teacher study preface. Reference for  
 grammar, Larive and Fleury's *La Deuxième Année de*  
*Grammaire* (Hachette, 2/6). Read and narrate only,  
*L'Abeille*,<sup>\*</sup> by Anatole France (Nelson, 1/9), pp. 81-149.  
 Read several poems and learn one from *Recueil de*  
*Poèmes*,<sup>\*</sup> by J. Molmy, Vol. II. (Blackie, 6d.).  
 For extra practice, use *New French Picture Cards*, Series II., by  
 Marc Ceppi and H. M. Brock (Bell, 2/- a set).

#### Latin. (See N.B. 4.)

- A *Latin Book for Beginners, A Preparation for the*  
*Reading of Latin Literature*,<sup>\*</sup> by M. C. Gardner, M.A.,  
 (Oxford Press, 3/-), (A) §§ 65-70, (B) §§ 43-52, in-  
 clusive; or, continue.  
 A *Cæsar's Gallie War*, Books I.-III., edited by G. Higgett.  
 (Oxford Press, 2/6), pages 42-52. *A Book of Medieval*  
*Latin for Schools*, by Helen Waddell (Constable, 2/6),  
 may be used for reading.

#### German.<sup>2</sup> (See N.B. 4.)

- A & B *Primary German Course*,<sup>\*</sup> by O. Siepmann (Macmillan,  
 3/-), Lessons 23-26, inclusive, or continue. Teacher  
 study preface.  
 A For narration, *Bambi*,<sup>\*</sup> by Felix Salten (Dent, 2/6),  
 pp. 110-164.

#### or, Italian.<sup>2</sup> (See N.B. 4.)

- A & B *Italian Lessons and Readings*,<sup>\*</sup> by C. U. Clark (Harrop,  
 5/-), Lessons 7-9, or continue.  
 A For narration, *Le Avventure di Pinocchio* (P.N.E.U.  
 Office, 1/3), chapters 1-16 (inclusive).  
*The Italian Irregular Verbs* (Hachette, 1/-) will be found useful.  
 Also, for conversation practice, *Brush Up Your Italian*, by G.  
 Tassinari (Dent, 2/6).

#### Arithmetic. (See N.B. 4.)

- Dr. Ballard's *Fundamental Arithmetic*, Books V. and VI.,  
 with *Arithmetical Dictation*, Books V. and VI., by Alfred  
 Wisdom, for rapid mental work. *Teachers' Books* are  
 essential.  
 A (2nd Term) *Fundamental Arithmetic*, *Pupil's Book V.*<sup>\*</sup>  
 (U.L.P., 1/1), pp. 80-96, and *Teacher's Book V.* (2/3);  
 with *Arithmetical Dictation*, Book V. (U.L.P., 1/3),  
 Exs. 321-330.  
 B (2nd Term) *Fundamental Arithmetic*, *Pupil's Book V.*<sup>\*</sup>  
 (U.L.P., 1/1), pp. 21-39, and *Teacher's Book V.* (2/3);  
 with *Arithmetical Dictation*, Book V. (U.L.P., 1/3),  
 Exs. 262-278.  
 Important, to be read in leisure time, *Number Stories of Long*  
*Ago*, by D. E. Smith (Ginn, 4/-). Teacher will find useful  
*Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A.,  
 D.Litt. (U.L.P., 6/-).

<sup>2</sup> Schools may substitute the national language.



**Geometry.** (See N.B. 4.)

*A Shorter School Geometry*,\* by H. S. Hall and F. H. Stevens (Macmillan, Part I., 2/6). (4th Term). pp. 92, 93, 154, 155, 158-161, and revise Section I.; or, continue.

*The School Set of Mathematical Instruments*\* (P.N.E.U. Office, 1/- or 2/-).

**Algebra.** (See N.B. 4.)

*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 108, 109, 122-131, and 134-136 (4th Term), or continue.

**Picture Study and Architecture.**

Study, describe, and draw from memory details of six reproductions of pictures by Leonardo da Vinci (P.N.E.U. Office, 2/- the set): see the special notes for teachers only in the April Parents' Review; also *Home Education and School Education*.

A *The Story of Architecture*,\* by P. L. Waterhouse (Batsford, 6/-), pp. 189-228.

**Painting, etc.**

Studies of trees, plants, animals, out-of-doors; out-door sketching. Original illustrations (e.g., for poetry set) and simple memory drawings.

Paint-box\* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (see *Our Work* in the April Parents' Review).

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), *The Way to Sketch*, and *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6 each), *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6).

**Music Appreciation.**

The work of Purcell: see (a) article, and (b) records suggested under *Our Work*, in the April Parents' Review.

*Henry Purcell*, by D. Arundell (Oxford, 3/6).

*Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 31-57.

**Ear Training, Singing, Piano, etc.**

(a) Regular lessons in ear-training and sight-reading.

*The Complete Teacher*, by Arthur Somervell, Books III. & IV. (Boosey, Teacher's Books, 2/6 each, Pupils', 3d. each).

See also *The Pipers' Guild Handbook*, by Margaret James (Cramer, 2/-), and *Pipers' Tunes, Book I.* (2/-, airs only 9d.).

(b) Three English songs and three French songs.

*The Clarendon Song Books*: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France, Book II.* (Novello, 4/-).

Teacher should read also *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

(c) Choose and learn suitable compositions by Purcell.

For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

**Recitations.**

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalm 65. Two of Keble's hymns. A scene from the Shakespeare play, and two poems from anthology set.

**Reading** (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

A & B Prescott's *Montezuma*\* (Blackie, 10d.). Dickens' *Great Expectations*\* (Nelson, 1/3). Southey's *Life of Nelson*\* (Oxford, 1/4).

A Homer's *Odyssey*\* (the Butcher and Lang translation, Macmillan, 5/-), Books 1-4.

B *Herodotus: Stories and Travels*\* (Dent, 1/4), pp. 5-38.

Scottish or Irish children may read: *A Short History of Scotland*, by Robert L. Mackie (Oxford Press, 6/-); *An Illustrated History of Ireland*, by P. W. Joyce, LL.D. (Longman, 6/-).

**Drill, etc.** (Choose new work each term.)

Daily drill, dancing or games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Byre & Spottiswoode, 1/6): take six consecutive tables. Use also 1927 *Supplement for Older Girls* (H.M. Stationery Office, 4d.). For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

(b) Dancing: *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances, Series III.* (Ling Association, 11d.).

(c) Games: Longball (*Rules*, Bourne & Co., 2d.). Tennis; Swimming: see *Swimming; How to Succeed* (Evans, 3d.).

**Work: Crafts, etc.**

Do some definite house or garden work.

Use *Practical Housecraft Series*; (1) *Housewifery*; (2) *Cookery*; (3) *Laundry* (Longmans, 6d. each); *Gardening for Children*, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models. *Individual Work in Cardboard Modelling, Book II.* by W. N. Matthews (Pitman, 10d.). (Materials from Dryad Ltd., 42 St. Nicholas St. Leicester.)

(b) Clay modelling: make six models. See *Clay Work*, by K. M. Lester (Batsford, 5/-), or, *Clay-Modelling*, by H. Unwin (Longmans, 4/6).

(c) Sewing: cut out and make a garment, and do some embroidery.

*Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

or, (c) Boys: make models in woodwork.

*101 Things for a Boy to Make* (new edition), by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad Leaflet, No. 25, 2d., and sheet No. 15, 6d.).

Boys and girls, darn and mend garments from the wash each week.

*First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C. 1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).



## GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons, and offer scope for hobbies. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional.

N.B. 2.—The work in Form IV. takes two years (ages 13 to 15). When the same book is used in Form IV. A & B more advanced work should be expected from pupils in Form IV.A. **Form IV.B is the old Second Year Form III.**

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-. *Parents and Children*, 5/- (P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form (6 terms).

N.B. 5.—Each pupil should have a copy of all books, etc., marked \*, and a set of the Pictures and materials. *One* copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.** The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

# Parents' National Educational Union

## The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

MOTTO: "I am, I can, I ought, I will."

FORM IV. (A & B).

PUPILS' NAMES.....

### Bible Lessons.

- I. 1. "Up, for this is the day in which the Lord hath delivered Sisera into thine hand." Describe the events referred to, and quote from and comment on the spirit of the Song of Deborah.
2. Give in verse, or prose, a picture of "home life in ancient Israel," as given in the Book of Ruth.
- II. 1. Trace the argument of Stephen's speech before the Council. What was the effect of his words, immediately and later, upon the Church?
2. "What God hath cleansed, that call not thou common." Describe the circumstances, and give the meaning of St. Peter's vision.
3. Write in verse, or prose, upon the teaching of our Lord on,— "Who shall be greatest in the Kingdom of Heaven?"

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

*Ambleside Geography Book V.*, page 299, "It must not be . . . . enwraps."

### Composition.

1. Write an essay on one of the following,— (a), sunshine, (b), Montezuma and his capital, (c), the Meeting of the Nations for the Economic Conference.
2. Write a short conversation between two of the following,— (a), Xerxes and Napoleon, (b), Purcell and a Grecian flute player, (c), Nelson and Themistocles.



English Grammar.

1. Analyse the following, and parse the words in italics :—  
"Here *where* the windows shone *across* the *darkness*,  
Here *where* the stars *once* watched *above* the fold,  
*Still* watch the stars, but the sheepfold is empty ;  
*Falls now* the rain where the hearth glowed *of old*."
2. Give examples in sentences of four different kinds of objects governed by prepositions. Underline and explain.
3. Take your poetry book, or a novel by Sir Walter Scott, and show that a great author makes choice of fitting adjectives and adverbs.

Literature.

- A & B 1. Describe the part played in *Macbeth*, by (a), Lady Macbeth, *or*, (b), Macbeth, *or*, (c), Banquo, quoting lines that have struck you.
- or*, 1. Write down the names of four characters in (a), *The Antiquary*, and (b), in *Great Expectations*, and write an account of **one** from each book.
2. The images used in *The Ancient Mariner* are taken from an old book of travel. Quote some of the more striking of these in telling briefly the tale of the Ancient Mariner.
- or*, 2. Narrate in writing a poem by Wordsworth, Southey *or* Scott, quoting favourite lines.
3. Give as far as you can in the style of Charles Lamb, his essay on (a), Old Margate Hoy, *or*, (b), Roast Pig.

British History.

- A & B 1. Write a short account of Napoleon's early career and character. Illustrate the latter by any events in his career. Dates.
2. Write briefly on **two** of the following,—(a), The Younger Pitt and the "Union of Ireland," (b), The Blockade of England by Napoleon and its results in Europe, (c), Lord Grey and the Reform Bill, (d), The Congress and Treaty of Vienna. Dates.
  3. What do you know of the conditions of (a), the industrial workers, and (b), the agricultural labourers in England during the Napoleonic Wars?
- or*, B 1. In what ways did Napoleon try to destroy the power of Britain by (a), "The Berlin Decree," (b), "The Milan Decree," (c), "The Continental System?"
2. Write a short account of **one** of the following,—(a), Nelson at Copenhagen, (b), The Peninsular War, (c), The Hundred Days and Waterloo.
  3. "The History of Modern England begins after 1815." Mention some of the great questions which were discussed in this time of peace and write what you can about **two** of them.

General History.

- A 1. Give an account of the Persian invasion of Greece in the time of Themistocles. Dates.
2. What do you know about the music, poetry, and drama in the Age of the Tyrants?
- B 1. Write a short account of (a), Asoka, the Buddhist, *or*, (b), the Jains.

Citizenship.

- A & B 1. Show that (a), humility, and (b), gladness, are due from everyone. Give examples.
2. "Men did greatly wonder at Cato's virtue." Write a short account of Cato, showing in what different ways his virtue manifested itself.
- A 3. Give a short account of Kleon and the revolt of Mitylenē.
- B 3. What do you know of the history of transport by pack-horse and canal?

Geography.

- A & B 1. "No country in the world is more delightfully placed or more rich in natural gifts than Mexico." Draw a sketch map and give a general account of the country.
2. Name the chief agricultural divisions of the United States, and write fully upon one of them.
- A 3. Explain (a), how a barometer works, and (b), its importance to the Meteorological Office. How could you make a barometer?
- B 3. What may we learn about the history of the earth in (a), a quarry in sedimentary rocks, *or*, (b), a coal seam, *or*, (c), a peat moss?

Natural History.

- A & B 1. What are the chief characteristics of (a), monocotyledonous, (b), dicotyledonous plants? Describe fully, with a botanical diagram and drawings, a flower from each group, giving the name of the family.
2. Describe in detail (a), the plant life of a hedgerow or other piece of ground you know well; *or*, (b), three inhabitants of your aquarium, and their way of life.
- A 3. What do you know of the glacial movement over Great Britain in the Great Ice Age? Give a sketch map and mention any evidence you have seen of glacial action.
- B 3. Along what three lines have vegetable feeding animals developed? Give an example for each, and write fully upon one.



# General Science.

- A 1. Describe an imaginary model of the universe, or, Write what you know about the Galactic System.
- B 1. What do our senses tell us about the behaviour of matter? Show how science sometimes corrects the knowledge gained through the senses.
- A & B 2. What do you know of the structure and function of the kidneys?

# French.

- A & B 1. (a), Tell shortly in French, the story of *Le Jongleur de Notre Dame*, or, (b), write an invitation to a French friend to spend a summer holiday with you. French friend to spend a summer holiday with you.
2. Write from dictation, p. 106, *L'Enseignement Littéraire*, "Cependant . . . en terre." Parse the following words in the passage: *cependant, emprunteuse, fut, demandé, trouvée, verser*.
3. Write notes on the use of the following tenses, giving three sentences illustrating each: (a), le plus-que-parfait, (b), le passé antérieur.

# Latin.

- A 1. Translate (1), If the enemy attack us, we shall not flee. (2), If the general had ordered his men to take the city, they would have fought bravely. (3), They asked if the dolphin that had been on the shore was still alive.
2. (a), *A Latin Book for Beginners*, Part II. § 70. Translate lines 1-8 (Cum Afros . . . traiecit). (b), Read the Latin of (a) again, then write a narration in Latin.
3. (a), *Cæsar's Gallic War Books I.-III.* (Hignett) Page 47 § 31. Translate §§ 2 and 3 (Eo concilio . . . viderent), (b), Say why each of the following is in the subjunctive mood, *liceret, dixissent, impetrarent, and viderent*.
- B 1. Translate (1), Having fortified the city we did not fear the enemy. (2), Who saw the swan? (3), They asked if the wolf had come from the mountains.
2. (a), *A Latin Book for Beginners*, Part II. § 49. Translate lines 7-10 (Inde . . . erat). (b), *Either scan lines 9 and 10, or, parse domum, repetens, puppim, quaesitas, tutius*.
3. (a), *A Latin Book for Beginners*, Part II. § 52. Translate lines 1-6 (Ridebis . . . reportarem). (b), Read again the Latin of (a), then write a narration in Latin.

# German.

- A & B 1. Use in sentences the 3rd Person Singular Perfect Indicative of,—sprechen, finden, bitten, fallen, gehen, essen.
2. Translate into German, page 191, IV., Reproduction "The eagle . . . day."
- A 3. Write a short conversation between "Bambi" and the screech owl.

# or, Italian.

- A & B 1. Translate into Italian, Exercise B I., page 39, sentences 6-12.
2. Translate into Italian,—(1), Who is there? (2), It is he. (3), They are working with her. (4), Here they are. (5), We spoke to him.
- A 3. Write six sentences of "La Storia di Pinocchio col Grillo parlante."

# Arithmetic.

- A 1. The wheel of a bicycle has a radius of 14 ins. How many complete turns will it make during a ride of 7 miles? ( $\pi = 3.14$ ).
2. A window has a semicircular top. If its width is 3 ft. and its height 5 ft. 6 ins. find its area to the nearest sq. foot. Diagram. ( $\pi = 3.14$ ).
3. Find the specific gravity of lead if a mass of it weighing 741 lb. in air loses 65 lb. when immersed in water.
- B 1. Find the value of 1.375 of 5 tons, 8 cwt., 2 qrs.
2. In a stable there is enough hay to feed 27 cows for 10 days. How long would it last 12 cows eating at the same rate?
3. If a man spends £52 3s. 4d. in  $9\frac{1}{4}$  months how much will he spend, at the same rate, in  $27\frac{3}{4}$  months?

# Geometry.

1. In any triangle ABC prove that the bisectors of the  $\angle$ s A, B, and C meet at a point.
2. Prove that the locus of points equidistant from two given straight lines AB, CD, intersecting in O, is the pair of lines which bisect the angles between AO, BO, CO, DO.
3. A triangle PBC stands on a fixed base BC. What is the locus of its vertex P if in all positions the area of the triangle remains the same?

# Algebra.

1. Solve the equations: (a)  $x + 2y = 16$ .  
 $2x - 4y = 8$ .  
(b)  $x + 4y = 0$ .  
 $3y = 2x - 5\frac{1}{2}$ .
2. A bag contained 30 coins some of which were shillings and some florins. If the total value of the coins was £2 14s. find the number of each kind.
3. If 8 kilometres are approximately equal to 5 miles, draw a graph to convert miles into kilometres or kilometres into miles. Express 4.25 miles in kilometres.



Picture Study and Architecture.

A & B 1. Describe *La Gioconda*, by Leonardo da Vinci.

A 2. What do you know of the work of Brunelleschi?

Drawing (with brush and in colour.)

1. A sketch in colour, out-of-doors, *or*, from a window, of trees, *or*, animals.

2. An original illustration for (a), *The Antiquary*, *or*, (b), *The Rime of the Ancient Mariner*.

Music Appreciation.

What compositions by Purcell have you heard this term, and what have you learnt? Write fully upon one of them.

Recitations.

Father to choose two Bible passages and a poem.

Reading.

Father to choose a poem, and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French and a German song, and three exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

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**The Summer Examination is optional.**— Parents and Teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

N.B.— OVERSEAS MEMBERS may send in written work for examination at the end of *any two* terms in the year.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and Forms to appear on the Reports.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.